

**Park City School District  
January 12, 2016  
Work Session 9:00 AM**

**Members present**

Tania Knauer, Nancy Garrison, Philip Kaplan, JJ Ehlers and Julie Eihausen

**Staff Present:**

Ember Conley, Todd Hauber, and Lorie Pearce

**Call to Order**

Board President Knauer called the meeting to order at 9:00 AM. Member Eihausen led the pledge of allegiance.

**Reports**

Updated District Learning Plan

**a. Reading Plan**

Dr. Conley gave a brief overview of the Reading Plan and introduced Mr. Tom Van Gorder, and Dr. Einhorn who presented the new Reading Plan. Tom began the discussion with describing where we are now with resources that are included in the Reading Program

FY 2015 Money - \$574,993

Generated from original K-3 Reading funding allowed by tax levy generation (legislative)

State WPU 2015 allocation - \$28,000

Staffing across all elementary schools 4.96 FTE

Dr. Einhorn stated that 2010 was the year that we started Journeys not realizing until the last couple of years that the standards were not aligned with the assessment. We need to make some adjustments:

Shift #1 regular practice with complex text and academic vocabulary.

We need to raise the bar and say that our kids are capable of so much more.

Shift #2 reading, writing and speaking grounded in evidence from text, both literary and informational. We have to demand that students go back to the text and defend their reasoning from the text.

Shift #3 building knowledge through content-enrich information text.

Specific strategies to build knowledge through content-enrich information for students, for example Close Reading using anchor charts. Teachers should have visual learning strategies posted within the classroom.

Our vision for Standards-Based ELA Instruction:

New standards-based comprehension units with corresponding lessons & texts that explicitly teach the process of close reading (or analyzing text)

- A standards-based writing sequence that connects to our close-reading study/units
- Diligence in teaching & practicing academic vocabulary

- Focus on reading, writing & speaking “like a detective” by regularly locating and citing evidence from text
- On-going attention to foundational skills.
- Development of a defined independent reading time

Standards Based Supplemental Tools shall include:

Reading/Science A to Z

RAZ Kids

Readworks.org

Grants—Leveled Book Sets

Library orders

\*U.S. Studies Weekly of Social Studies

Where are we going?

Full Day Kindergarten – Utilizing current reading specialist resources

Current Reading aides- re-assigned to Full Day Kindergarten

Curriculum Mapping- Revisions June 2016

Focus on Tier 1 and Tier 2 instructional strategies

Refine 30 min intervention time at each elementary

Align to Utah Science and Social Studies

Continue to utilize Progress Monitoring and develop Common

Formative Assessments

Targeted Reading Professional Development utilizing UEN/USOE modules

Phonemic Awareness

Phonics Instruction

Reading Fluency

Close Reading

Small Group Instruction

Professional Development in analyzing data to identify reading difficulties

District-wide approach to teaching writing

Dr. Conley stated that all students need to be exposed to grade level exposure. It is important to know that is one of the main research reasons that we are making these changes.

#### **b. Data Story – November 2015**

Andrew Frink and District Statistician, Caitlin O'Connor, presented data to the Board.

ELA

PCSD was the highest performing public school district in the state for English Language Arts (59.1% proficient), and had an average amount of growth (MGP = 48). The district as a whole increased in ELA proficiency from 2014 (57%) to 2015 (59%).

ELL – PCSD ELL student population was also one of the highest performing ELL groups in the state (7.4% proficient), however, they had one of the lowest average growths (MGP = 30)\*. \*Groups of students who begin at a higher level of performance typically have less

room to show growth.

Special Education – PCSD Special Education student population was also one of the highest performing Special Education groups in the state (17.4%), with average growth (MGP = 39).

#### Math

PCSD was the second highest performing public school district in the state for Math (55.6% proficient), next to Cache District (63.1%) and our students demonstrated an average amount of growth (MGP=48). The district as a whole increased in Math proficiency from 2014 (52%) to 2015 (56%).

ELL – PCSD ELL students performed about the same as other districts in the state (6.9% proficient), however the highest performing ELL student population in the state, (Provo district) were 13.6% proficient. The average growth of our ELL students was second to lowest in the state (MGP = 31.5), next to San Juan School District (MGP = 30.5). The districts with the highest ELL average growth in the state (Washington & Provo) had an MGP of 52.

Special Education - PCSD Special Education student population was one of the highest performing Special Education groups in the state (18.9% proficient) with a slightly less than average growth (MGP = 37).

#### Science

PCSD was the second highest performing public school district in the state for Science (60.9% proficient), next to Cache (62.2%) with a slightly higher than average growth (MGP=51). The district as a whole increased in Science proficiency from 2014 (55%) to 2015 (61%).

ELL – PCSD ELL students were among some of the lowest performing ELL groups in the state (3.1% proficient) compared to the highest performing ELL student group, the Provo district (9% proficient). PCSD ELL students also demonstrated one of the lowest average growths (MGP = 37.5). The district with the highest amount of ELL growth, Washington, had an MGP of 52.

Special Education – PCSD Special Education students were one of the highest performing special education groups in the state (24.2% proficient) with slightly greater than average growth (MGP = 46).

#### **Board Engagement Initiative**

##### **a. Grade Realignment Data for 9<sup>th</sup> Grade**

Dr. Conley has received some information from staff and she shared that with the Board. The question was asked 'How do you feel about the 9th graders moving into PCHS'. The overwhelming response was positive that staff at both PCHS and TMJH feel that the 9th grade students should be moved into the high school.

Member Eihausen stated that if academically and socially it is better for the 9th graders to be at the high school, we then need to get down to specifics of how we put them at the high school due to space.

##### **b. What Counts Sessions**

Member Garrison reviewed the What Counts Information with the Board. She has met with the proposed facilitator and has a contract that will be discussed with both Dr. Conley and Mr. Todd Hauber. Invitations will be sent out on Wednesday. We have a list of over 248 patrons, not counting city and county personnel that will need to be invited. Dr. Conley suggested that perhaps inviting just one liaison from each of the city and county council instead of all counsel members, simply due to space.

#### Discussion

#### **Travel Requests**

The Board reviewed out of state travel requests.

PCHS Dance Teacher, Ashley Mott, is requesting permission to travel to SUU on March 3-6, 2016, with a group of students to attend the annual state dance festival.

PCHS Baseball Coach, Eric Morgan, is requesting permission to travel to St. George, UT on March 10-12, 2016 to play in a tournament.

#### **Adjourn**

**Member Ehlers made a motion to adjourn to Closed Session on January 19, 2016 at 3:30 p.m. for the purpose of discussing personnel. Member Eihausen seconded the motion. Roll call vote: Motion passed unanimously.**

Meeting adjourned at 11:15 a.m.

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Tania Knauer, President

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JJ Ehlers, Member

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Philip Kaplan, Member

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Nancy Garrison, Member

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Julie Eihausen, Member

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Todd Hauber, Business Administrator